

N Steps Through Learning Mathematics



I move my body and toys to negotiate other children. (PD)



I am beginning to use some positional and directional words:



I know how things look far away and near.



I handle and 'use' simple maps in role play and imaginary play.(using some accurate vocabulary)



Use some everyday language to describe shape: straight, curved, curvy, pointy, round, flat, sides, corners.



I predict, move and rotate objects to fit a space or to create a shape they want.



Opportunities to continue/revisit last half term's steps.



I explore using objects to create spaces and enclosures.



I use different shapes to build different structures, starting to think about which shape is best.



I handle and 'use' simple maps in role play and imaginary play.



I recognise similarities and differences between shapes in the continuous provision resources.



I respond to positional and directional words in games, play and instructions for daily routines: on, under, behind, in front of, next to



I explore how things look far away and near.



I can move my body and toys to negotiate still objects. (PD)



I am beginning to use some everyday language to describe shape, straight, curved, curvy, pointy, round, flat, sides, corners.



I explore using equipment and toys in different ways: rotating them, flipping them etc. 6-8 piece jigsaws.



I explore using objects to build horizontally.



I remember the way around the setting.



I choose which parts and pieces to use and where to place them.



I recognise shapes in the continuous provision resources that are the same.



I explore fitting into and through spaces.



I respond to some positional and directional words in games, play and instructions for daily routines.



I explore using objects to build vertically.



I play with a variety of constructions, train track, making arrangements with objects, explore printing, inset and 4-6 piece jigsaws, exploring filling containers.



I can use small world, loose parts play, construction outside.